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ABSTRACT

This report grew out of an effort by the Learning In Deed initiative of the W.K. Kellogg Foundation to strengthen diversity in K-12 service learning by increasing diversity among students, practitioners, and advocates and ensuring that conceptions underlying service opportunities foster diversity priorities. The report presents approaches and activities described in interviews with 18 practitioners, researchers, activists, and consultants that reflect promising diversity work undertaken by groups and organizations in the nonprofit, corporate, and public sectors. These respondents believe that: diversity is a complex and evolving notion; organizations employ a common set of approaches for pursuing diversity; change within individual groups and organizations can leverage more widespread change within a field of practice; and common factors foster or inhibit diversity progress. Conditions that appear critical to diversity progress include: promoting a shared understanding of diversity priorities; linking diversity objectives to organizational mission; sharing responsibility for communication so that change occurs on multiple levels; and seeing diversity work as an ongoing process, not a project, which requires resources in keeping with this long-term perspective. The appendixes describe the study in detail. (SM)

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# CREATING INCLUSIVE COMMUNITIES

## An Inquiry into Organizational Approaches to Pursuing Diversity

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LEARNING·IN·DEED

MAKING A DIFFERENCE THROUGH SERVICE-LEARNING

# CREATING INCLUSIVE COMMUNITIES

## AN INQUIRY INTO ORGANIZATIONAL APPROACHES TO PURSUING DIVERSITY

MELINDA FINE, ED.D.

*FOR*

ACADEMY FOR EDUCATIONAL DEVELOPMENT

*AND*

THE NATIONAL YOUTH LEADERSHIP COUNCIL
SERVICE-LEARNING DIVERSITY PROJECT

2000

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## Summary

Members of the service-learning community have expressed commitment to strengthening diversity in the service-learning field by increasing diversity among students, practitioners, and advocates, and ensuring that the "conceptions of service" underlying service opportunities foster diversity priorities. While various efforts are underway, many field leaders believe it is time to intensify attention to these issues.

This report grew out of one such effort within Learning In Deed, an initiative sponsored by the W. K. Kellogg Foundation to increase quality K-12 service-learning opportunities. Sparked, in part, by staff participation in Learning In Deed, the National Youth Leadership Council launched the Service-Learning Diversity Project to strengthen dialogue and action on diversity within the service-learning field.

To support this effort, staff of the National Youth Leadership Council and other participants in Learning In Deed believed it would be useful to know how groups *outside* the service-learning community have pursued diversity work. This report presents approaches and activities described in interviews with 18 practitioners, researchers, activists, and consultants reflecting on promising diversity work undertaken by groups and organizations in the nonprofit, corporate, and public sectors. These respondents' views can be summarized as follows:

**"Diversity" is a complex and evolving notion.** Many diversity efforts focused on race and ethnicity at their start but then gradually expanded to address other dimensions of diversity, such as gender. As the diversity agenda has broadened, groups have increasingly emphasized inclusiveness and equity as important priorities.

**Organizations employ a common set of approaches for pursuing diversity.** These approaches are consistent with most organizational change efforts and typically involve developing a framework of understanding; assessing need; implementing specific strategies and tactics; and evaluating work.

**Change within individual groups and organizations can leverage more widespread change within a field of practice.** Respondents described three approaches that foster fieldwide improvement: using collaborative inquiry to expand common learning; changing policies and practices within professional associations and networks; and showcasing organizational success with diversity efforts.

**Common factors foster or inhibit diversity progress. Conditions that appear critical to diversity progress include:**

- promoting a shared understanding of diversity priorities;
- linking diversity objectives to organizational mission;
- sharing responsibility and communicating broadly so that change occurs on multiple levels; and

- seeing diversity work as an ongoing process, not a "project," and allocating resources in keeping with this long-term perspective.

The approaches and activities shared by those interviewed for this report serve as models for how the service-learning community might build a stronger and more inclusive field of practice. While these lessons cannot provide a blueprint for change, they point to important subjects for discussion. Drawing from respondents' experiences, the report concludes by raising a series of questions to catalyze further conversation about diversity change within the service-learning field.

The spirit of the change stories reflected in this report is cautiously hopeful. Across different sectors and fields of practice, many organizations and groups have made headway in pursuing diversity and many leaders have become savvy about approaches conducive to success. At the same time, nearly all respondents acknowledged that change had been slow and difficult to achieve, and that their efforts were by no means complete.

Taken together, these stories show that diversity is not only a challenge but also an opportunity. Seizing the opportunity presented by diversity can help us build stronger, more inclusive communities for all.

## I. Introduction

Over the past several decades, various "movements" have struggled to reduce prejudice and inequity in many facets of our lives. Catalyzed by these efforts, many organizations and groups are trying to make diversity an integral part of their programming and work environment.

Early organizational efforts to promote diversity focused largely on individuals who "differed" because of their race or ethnicity. Over time, this focus has broadened to encompass other "dimensions of difference," such as gender and disability. In many instances, this more expansive notion of diversity has led activists to emphasize change in organizational environments to make them more "inclusive" for all. Working on inclusion often leads to a commitment to equity as well to fairness for individuals regardless of their race, ethnicity national origin, gender, religion, sexual orientation, class, physical abilities, and so on.

These efforts are by no means omnipresent or uniformly successful. Inequitable relations within organizations are reinforced by power inequities in society at large and are thus very difficult to alter. Even under the best of circumstances, organizations that have made substantial progress still have much further to go. Nonetheless, a significant body of evidence exists about how institutions can become more inclusive and fair. Indeed, in the corporate, not-for-profit, and public sectors, an entire industry has emerged that helps facilitate diversity change. This growing knowledge-base can strengthen new diversity efforts.

Members of the service-learning community have expressed concerns about diversity in the service-learning field. These concerns have centered on two fundamental questions:

- How can the service-learning field increase diversity among students, practitioners, and advocates?
- How can the "conceptions of service" underlying service opportunities further diversity priorities?

Some service-learning groups have taken steps to address these very issues.[1] Yet, many field leaders believe the time has come to intensify and accelerate attention to diversity concerns.

This report grew out of one such effort within Learning In Deed, an initiative sponsored by the W. K. Kellogg Foundation to increase high-quality K-12 service-learning opportunities. (See Appendix A.) Sparked, in part, by staff participation in Learning In Deed, the National Youth Leadership Council, a youth development organization devoted to service, has organized the Service-Learning Diversity Project to lead a new effort to strengthen dialogue and action on diversity within the service-learning field.

To deepen discussion within the field, the National Youth Leadership Council and Learning in Deed believed it would be useful to know more about how groups *outside* the service-learning community have pursued diversity work. This report offers insights from diversity efforts in K-

[1] See, for example, the work of the Youth Service California Diversity Working Group. Contact: Youth Service California, 663 13th Street, Oakland, CA, 94612. Tel: 510/302-0550. Email: info@yscal.org.

12 and higher education, youth development, human services, grassroots political movements, and the business world. While the report's primary audience is the National Youth Leadership Council, Learning In Deed is distributing it to the service-learning community in order to support widespread attention to diversity concerns.

The report summarizes lessons learned through interviews with 18 practitioners, researchers, activists, and consultants reflecting on diversity work undertaken by organizations and groups in the nonprofit, corporate, and public sectors. (See Appendix C.) It also incorporates findings from the change literature that respondents cited. (See Appendix D.) Interviewees were selected on the basis of their involvement in change efforts generally regarded as "successful." Respondents candidly described what motivated groups and organizations to pursue diversity change, the strategies and tactics used, and the conditions that fostered or inhibited change efforts.

Given the relatively small size of the interview sample and the inquiry's modest scope, this report's findings cannot be seen as conclusive. Had other individuals with experience in diversity work been interviewed, their perspectives might have differed from those reported. Nor does this report draw on the extensive research literature on diversity change. Despite these limitations, the report's findings are instructive of how organizations, fields, and sectors outside of service-learning have tackled diversity change.

The varied efforts described here reflect the particular circumstances of individual institutions and groups. Taken together, interviewees' "stories" point to a common set of strategies for pursuing change. These strategies are not unique to the diversity arena. Indeed, many steps and processes described by respondents are consistent with those used in other types of change efforts. Accordingly, the first section of this report describes how various fields have applied generally recognizable organizational change strategies to the particular ends of diversity change. The next section describes how change within discrete organizations has been used to encourage broader change within a field of practice. The third section offers a synthesis of common factors fostering or inhibiting sustained attention to diversity. The final section raises questions that may help the service-learning community catalyze further conversations about diversity change.

## II. Pursuing Diversity

The individuals interviewed for this report described a common set of strategies for pursuing diversity. The order of these strategies may differ and the quality of their implementation varies from group to group. Nevertheless, respondents cited four standard areas of activities characterizing organizations' approaches to diversity work:

**Developing a framework of understanding:** Participants develop a shared understanding of what they mean by "diversity" and how it advances the organization's mission.

**Assessing need:** Participants take stock of diversity needs within the organization to guide planning for change.

**Implementing change:** Participants pursue specific strategies and tactics in order to make desired change.

**Evaluating and sustaining work:** Participants assess progress and barriers, celebrate gains, revise plans as needed, and continue seeking improvement.

The approaches and activities shared by those interviewed for this report are described here to support their serving as models to the service-learning community.

**Developing a Framework of Understanding**

To pursue diversity, an organization often begins by developing a "conceptual framework" to guide how it will proceed. This framework defines diversity in terms that are embraced by all and links the diversity "vision" to organizational mission. Ideally, the process of developing a framework facilitates widespread "ownership" of a change initiative, fostering commonality of vision and purpose.

***A Shared Understanding of Diversity***

Interviewees spoke of deliberate and often lengthy processes in which diversity definitions were articulated. These processes were led and managed in multiple ways—for example, by an external diversity consultant, appointed or elected diversity committees, "identity" caucuses, designated staff, and school boards.

Willie Proctor, Group Director of Leadership, Human Resources and Benefits for the YMCA of the USA, described the federation's rationale for developing a diversity definition:

> We have over 990 YMCAs in the United States, and every place has a different understanding of what we mean by "diversity." We felt a strong need to have a common definition drive our National Diversity Initiative. We put together a task force, worked with a diversity consultant, had representation from all different sizes of YMCAs, presented our definition at conferences, and positioned our work as a movement.

With a shared definition in hand, the YMCA launched an initiative to strengthen professional development opportunities for people from diverse backgrounds within the federation.

Working toward a common definition often illuminates different perspectives about which "dimensions of difference" merit attention. Fueled by heightened awareness of racial inequity and by legal mechanisms like affirmative action, many initiatives described here focused on race and ethnicity at their start. As efforts to expand opportunities for people of color evolved, however, they increasingly sought to address the needs of those who differed in other respects—by gender, sexual orientation, disability, and language, for example.

Ellen Wahl, the former director of programs at Girls Inc., explained the thinking that underlies this shift:

> You can't hierarchize over race, disability, whatever. It's important that everyone is included. You can't let anybody tell you what group doesn't matter. And no one person can describe what oppression is at play. The decision about what's affecting opportunity is situational and personal.

In many cases, this gradual broadening of the diversity agenda prompts organizations to shift their focus from "diversity" to "inclusion." The diversity perspective, respondents explained, maintains that a "majority group" must be expanded to incorporate disenfranchised voices. The inclusion perspective, by contrast, replaces the majority-minority mindset with an emphasis on developing internal conditions that support all community members equally.

Alan Khazei, chief executive officer and cofounder of City Year, an "action-tank" for national service developed in the spirit of an "urban peace corps," described City Year's evolution in this way:

> We started by focusing on diversity, meaning you work to have everybody at the table. But now "inclusivity" is our focus, meaning you have to have everybody feeling comfortable and able to participate. This is a much higher standard.

Some respondents argued that organizations cannot be inclusive if they are not equitable as well. Historically, the term "equity" has been used to connote baseline equal opportunity—making sure everybody has a "place at the table." But, over time, the term has acquired more complex associations: making sure that everyone is "well fed" once there. In this fuller sense, respondents explained, what is equitable is not always the same as what is equal because different constituencies may need different services and experiences for their opportunity to be fair and just. To continue the table metaphor, if one child comes to the table starving and another comes to the table well fed, it would be inequitable to give them each equal portions of food. Equity in this instance entails giving one child more food than the other so that neither walks away hungry.[2]

Only a minority of respondents identified equity as a chief concern of their diversity work. Those who did, however, argued that organizations must go beyond simply increasing staff diversity to creating equitable conditions for all employees. Kevin Jennings, executive director of the Gay, Lesbian, and Straight Education Network, explained that this network's primary objective is to provide equitable access to education for gay and lesbian youth:

> We require students to go to school, and we know that for gay and lesbian students, schools are demonstrably unsafe places for them

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[2] This metaphor comes from Eric Jolly, senior scientist and vice-president at the Education Development Center. See Jolly's diversity change model in his training video, *Moving Towards Diversity: A Model for Community Change*.

> to go! They're more likely to skip school because schools are unsafe, and they're much more likely to be threatened and attacked there. It's outrageous to require kids to go to unsafe places and take no action in making them more safe. We're fundamentally uninterested in if people *like* gay students or not. We're interested in if you're creating an environment where they can access education. Our work is about ensuring a basic, safe space for students when they're in school. It's really an equal opportunity issue.

Jennings' argument points to an important caveat. While perspectives on diversity have generally broadened over time, some dimensions remain more politically charged than others. Several respondents acknowledged that efforts to foster tolerance around sexual orientation remain highly contentious. As a consequence, attention to this dimension of difference is often given short shrift or ignored altogether. In describing initiatives to foster improved intergroup relations in K-12 urban public schools, for example, leadership in both New York City and Los Angeles noted that schools tread extremely cautiously in this terrain, if at all.[3]

***Connecting Diversity Work to Organizational Mission***

A diversity initiative is more likely to succeed when change is necessary to fulfil the organization's mission rather than when motivated by legal obligation or a sense that the majority must respond to the needs of the minority and "do the right thing." In the corporate sector, for example, attending to diversity often stems from a concern with changing workforce and customer demographics. According to organizational consultant Erica Foldy of the Center for Gender in Organizations at Simmons Graduate School of Management, today's corporate diversity efforts are in large part prompted by the findings of *Workforce 2000*, a seminal report on changing demographics that has "served as a wake-up call motivating the extreme interest in diversity in the workforce context."[4]

Nora Lester, a diversity consultant and former leader of diversity efforts at Harvard Pilgrim Health Care and Harvard Vanguard Medical Associates, explained the link between corporate diversity efforts and market profits in this way:

> Anyone doing diversity work in the corporate sector has to develop a "business case," tying diversity issues to the survival and success of the business. So if you're selling pantyhose, for example, and you're only selling light stockings, you're missing that sector of the market that has darker skin. And if you're in the health-care industry, you have to spend money on interpreters in your health

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[3] In fact, in the case of New York City, an inclusive district policy addressing a full spectrum of diversity issues was refashioned more narrowly after a citywide controversy. In 1992, heated opposition to the Children of the Rainbow curriculum, which included among its 600-book bibliography three picture books encouraging a tolerant attitude toward homosexuals, contributed to the ousting of the schools chancellor and the eventual revising of the district's policy. The new policy excludes explicit reference to sexual orientation in curricular resources and materials.

[4] See *Workforce 2000: Work and Workers for the 21st Century*. W.B. Johnston and A. H. Packard, Hudson Institute, Indianapolis, IN, 1987.

> center or you won't be able to service the people who come through your door.

The public and not-for-profit sectors are equally concerned with organizational effectiveness. If stakeholders perceive that their organization will be unable to achieve its fundamental objectives if its internal environment is not diverse, they often feel compelled to pursue change. Boston's AIDS Action Committee provides a case in point.

AIDS Action was founded in 1983 as a predominantly white, male, gay organization whose central mission was to serve people affected by HIV. The staff and board of AIDS Action reflected the face of the disease in the early 1980s, as did the overall work culture and office environment. "We believed that prevention work for gay men entailed creating an environment that promotes free and open discussion of sexuality," explained Deputy Executive Director Cheryl Schaffer. Staff knew how to reach and tailor services to the gay male community, and the office itself was filled with posters, works of art, and symbols reflecting gay male culture at the time.

As the AIDS epidemic grew, the organization found that its staff were unequipped to frame educational issues in ways that were accessible and relevant to entirely new populations at risk of the disease. Even more, the office's physical environment was perceived as inappropriate for these new constituencies.

AIDS Action launched a multifaceted diversity-change process, with multi-year backing from the diversity initiative of the Human Service Personnel Collaborative (a consortium of roughly 10 Boston funders committed to building diversity-related capacity in human service and cultural institutions). Changes included recruiting new staff who were of color, multilingual, or from the communities increasingly affected by the disease and changing the organization's cultural norms—for example, removing phallic images from waiting room walls to be more inviting to new constituencies. Schaffer explained:

> Our mission is to serve people affected by HIV, plain and simple. Diversity for us has never been about what we *should* do but rather what we *need* to do for our work to be more effective. If we didn't diversify, we couldn't serve the people we're designed to serve.

In school settings, efforts to foster inclusivity have worked best when linked to fundamental academic objectives. When interviewed, senior-level district staff in both Los Angeles and New York City noted that administrators, teachers, and parents often resist multicultural programming if it is not seen as a vehicle for improving students' learning. Angelina Stockwell, the assistant superintendent of the Office of Intergroup Relations for the Los Angeles Unified School District, commented that in the face of increasing pressures to "meet academic standards requirements," teachers may resist using multicultural materials since they "feel they do not have the time to do something extra." To surmount this stumbling block, her office has made a strategic decision to incorporate multicultural curricula into California's curricular frameworks. Stockwell explained:

> Up front, in every lesson that we propose, we show how the multicultural material will support the state's standards framework. This helps parents and teachers see that this is not an add-on but rather a powerful way to integrate it all.

Evelyn Kalibala, director of the New York City Board of Education's Office of Multicultural Education, made a strikingly similar observation:

> Roughly 38 percent of our city's children are reading on grade level, and so past chancellors have always focused on how to increase literacy competence. We're trying to get teachers to understand the social and cultural dimensions of literacy development. The Office of Multicultural Education is really about how we can integrate literacy and multiculturalism.

Both districts use mandates and incentives to heighten practitioners' willingness to use multicultural programming. For example, teachers may participate in district-sponsored multicultural education training and apply these professional development hours toward salary increment requirements. In this way, district policy serves as a vehicle strengthening the connection between academic and diversity objectives.

**Assessing Need**

The second area of diversity-change activities described by interviewees is needs assessment. Once an organization reaches an understanding of diversity, it must assess how well it is meeting its objectives. Diversity expert Eric Jolly argued that devoting time and resources to a needs assessment is critical since "lots of what's so exclusionary is that which people don't even think about."

A needs assessment can be used to examine many factors in the life of an organization. For example, participants may explore interpersonal attitudes and behaviors, such as how staff relate to one another. Or they may take stock of organizational structures and policies, such as staff and board demographics and professional development opportunities. Internal review may also address implicit cultural norms, such as whether the work environment privileges some values over others.

Jolly noted that in school settings, "cultural audits" ought to go beyond assessing curriculum and pedagogy to include more subtle dimensions of students' everyday experience. A principal of a school with a large Latino/a population, for example, would need to learn about that community's particular needs and then assess how the school's environment does (or does not) address them.

In such a context, a principal might among other things need to know that diabetes is the fastest growing health threat for today's Latino/a population. To make the school environment safe and welcoming for these students, the school might need to make change on a number of fronts: making more vegetables and less carbohydrates available for students at lunch time; training

school staff in dealing with students' potentially adverse reactions to insulin medication; and placing medical waste containers in bathrooms where students can dispose of their used insulin needles. In this example, assessment surfaces multiple areas, big and small, where change must take place.

Respondents in the interview sample acknowledged that the needs-assessment phase can be challenging and contentious. Groups navigate rough waters in a variety of ways. Many respondents hired external diversity consultants to facilitate discussion and help deal with the conflicts that inevitably arose. Others entrusted specially selected "diversity committees" to gather evidence confidentially from stakeholders across an organization. Still others established acceptable "codes of conduct" to help people feel safe in expressing their attitudes and feelings. Many described strong leadership as especially important during this phase to support participants' persevering through candid self-assessment.

Richard Sterling, executive director of the National Writing Project, a national professional development organization devoted to improving the teaching and learning of writing, described the Writing Project's strategy for encouraging honest dialogue and reflection:

> The project came up with a series of ground rules to facilitate conversation about where we are and how to make change. First, we said we had to assume that all our teachers truly *care* about students. Second, we must assume that we're never *intentionally* racist. And third, we must acknowledge that probably all of us do carry some racism inside of us.

When an organization has surfaced the myriad details that determine whether it is operating as inclusively as need be to achieve its mission, it has laid the necessary groundwork for adopting appropriate strategies to bring about desired change.

**Implementing Change**

The third area of diversity-change activities involves implementation of strategies to create more inclusive environments. Ideally, strategic planning decisions flow from an organization's identification of key areas where change must occur to achieve diversity objectives. Most organizations pursue change in more than one area and as a result use varied strategies to bring about desired ends. In many cases, successful change in one area leads to change within another. Individuals interviewed for this study targeted three principal areas for effecting change:

- individual perceptions and interpersonal dynamics;
- organizational policies and structures; and
- cultural norms and practices.

Discussion of how organizations pursued change in each of these three areas follows.

***Individual Perceptions and Interpersonal Dynamics***

Efforts to change individual consciousness and behavior are a mainstay of diversity initiatives. These efforts involve increasing people's awareness of their own—and other's—ways of seeing the world, as well as sensitizing them to cultural differences and stereotypes. These efforts aim to build participants' "cultural competence."

Organizations use many approaches and resources to foster individual and interpersonal change, including sensitivity training, dialogue groups, coliaborative work projects, speaker series, multimedia products, and cross-cultural events and social occasions.

The National Writing Project's effort to heighten the cultural competency of its teachers provides one example among many. With support from the DeWitt Wallace-Reader's Digest Fund, the Writing Project launched a complex, multi-year effort to reach more teachers of students in low-income communities and strengthen their capacity to teach these students effectively. This initiative involved establishing new sites in urban areas to extend the Writing Project's client base and launching a "teacher inquiry" process to heighten teacher awareness and knowledge. This effort has become part and parcel of the project's professional development work.

As described by Executive Director Richard Sterling, roughly 80 Writing Project teachers from around the country participated in annual summer institutes to explore strategies for improving the performance of underperforming students. Conversations went beyond pedagogy to explore teachers' own attitudes and beliefs. Sterling explained:

> We had teacher-to-teacher conversations among Black and White teachers. It was *hard* talk, the kind of conversation that makes your stomach knot. In the end, we found our attitudes and beliefs really turned on our assumptions about students.

Conversations catalyzed in these large yearly institutes deepened after teachers returned to their local sites. Here, they continued to meet in monthly sessions to examine issues as they played out in the daily life of the classroom. Site-based teachers collected and reflected on classroom data about race and class and wrote extensively about their observations. These reflections were ultimately published in a widely distributed book.[5]

The staff of Facing History and Ourselves have also used reflection and dialogue to further diversity aims. Founded in 1976, this national educational and professional development organization involves students of diverse backgrounds in an examination of racism, prejudice, and antisemitism. The organization produces and trains teachers in pedagogy and curricula dealing with the Holocaust and other examples of collective violence. In so doing, it seeks to help students make "essential connections between history and the moral choices they confront in their own lives," thus promoting the "development of a more humane and informed citizenry."[6]

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[5] See *CityScapes*, National Writing Project, Berkeley, CA, 1996.

[6] This text is taken from an organizational description printed on the resource guide *Choosing to Participate: Facing History and Ourselves*, Facing History and Ourselves National Foundation, Inc., Brookline, MA.

The Facing History project has long believed that to engage students successfully in discussion of emotionally charged issues, teachers must undertake a similar sort of inquiry. Thus as teachers learn about the curriculum's historical case studies in training institutes, they strive to make their own "essential connections" with the issues raised. Institute discussions have always included time for teachers' personal reflections on their own identities, assumptions, and prejudices. National Program Director Marc Skvirsky explained:

> In the primary case study of the Holocaust, there has always been a discussion of *whose* history is this, and how do we enter into *human history* and look at broad universal questions. No matter what you're studying, there will always be some kind of tension in it. Whose history is this, and how do I find my voice if I'm looking at a history that feels removed? How do I locate myself? One of the most important things we've found is *not to close that discussion.*

As Facing History and Ourselves grew from its initial central office to a network with regional offices and many thousands of teachers across the country, and as the organization broadened its curricular scope to include other case histories of racism and violence, it found that it needed to devote time to deepening awareness within its own administration. Specifically, the organization needed to educate its national staff, board members, and trustees about the links between the original Holocaust case study and the historical examples explored in newer curricular resources. It also needed stakeholders to reflect personally on the universal questions these new materials raised. Skvirsky stated:

> As the national program staff started to become more diverse, we realized we had to have deeper conversations amongst ourselves to parallel those we were having with students and teachers. So we have increasingly devoted time in staff retreats to exploring questions about race and racism in our own society and how we experience it, as individuals and as a staff. We're asking what it's like to be Jewish or African-American when teaching about the Holocaust or other examples of collective violence. We're digging deep into these questions. We're building community, but we're also taking risks.

In the case of both Facing History and Ourselves and the National Writing Project, internal change processes were deliberate, gradual, and carefully managed. These experiences illuminate an important truth: organizational change is itself developmental. Just as individuals need time to explore their attitudes, beliefs, and behaviors, so, too, do organizations undergoing diversity-related change. As Marc Skvirsky observed:

> You can never change over night. Things evolve, and you need to bring everybody along with you. When we'd bring in new materials, we'd need to make the connections and seed the rationale for our shifts. It's a process, and you can't go faster than

> the constituency will allow. The process is important both for buy-in and for genuine learning.

Individual and interpersonal change is, arguably, necessary groundwork for making change in other arenas. In some cases, diversity efforts are restricted to the individual realm alone. In other instances, organizations capitalize on individual change to bring about change in organizational policies and practices, as discussed in the next section.

***Organizational Policies and Structures***

Structural change within organizations takes many different forms. When instituted carefully, with widespread buy-in and a rationale tied to organizational mission, these changes may be longer lasting than efforts restricted to the individual realm. Strategically sound structural change has the potential to outlive the vicissitudes of staff turnover, lean economic times, and environmental pressures.

Respondents in the interview sample described four principal approaches to securing structural change: revising mission statements, diversifying the workforce, creating opportunities for professional growth, and developing new materials and programs. These four approaches are described below.

**Revising mission statements.** A number of respondents noted that their organizations had substantially revised mission statements to incorporate diversity commitments. Change in mission language is an important indicator of commitment. It also paves the way for targeting new constituencies and developing new lines of work.

Mission change was an important component of the National Writing Project's diversity work. Richard Sterling explained that the project's initial mission simply stated the organization's commitment to "improve the teaching of writing and learning in the nation's schools." Through a lengthy revision process, the organization's current mission articulates the importance of diversity and defines equity as a "basic right" of all learners.

**Diversifying the workforce.** Nearly every organization used recruitment tactics to build a more diverse workforce and client base. Successful recruitment tactics include partnering with search firms knowledgeable about reaching targeted communities; including staff from these communities on hiring committees; conducting aggressive outreach; building networks and partnerships to get referrals; and incorporating multicultural marketing.

Reflecting on City Year's fundamental insistence that every City Year corps be diverse on multiple dimensions (race, ethnicity, class, gender, and most recently sexual orientation), Alan Khazei stressed:

> Programs tend to replicate themselves, and once you have a base it's very hard to change it. So the construction of a diverse base is critical from the beginning. It must be a top priority or it just doesn't get done; it can't happen by accident. In fact, when City

> Year began, our very first person on the payroll was the head of recruiting.

In City Year's experience, as in others, success in constructing a diverse community required not only making recruitment a top priority—and doing it exceedingly well—but also holding steadfast to diversity commitments, whatever the cost. Khazei explained:

> We will absolutely not open an office until it is diverse. In our Chicago site, we delayed opening altogether until the corps was sufficiently diverse. They didn't believe me at first when I said I wouldn't let it open, but I knew it would just replicate itself and be impossible to change. So we sent five people out from the national office to help them recruit.

**Creating opportunities for professional growth.** Many respondents argued that diversifying the workforce is insufficient if an organization's leadership remains unchanged. Several interviewees acknowledged having achieved limited success in expanding their leadership. Thus groups have increasingly sought to improve professional development opportunities for staff from diverse backgrounds. Such support can include developing individual growth plans for staff; establishing mentoring and coaching programs; rotating job assignments to expand experience and visibility; supporting affinity groups; and providing specialized training, seminars, and workshops.[7]

**Developing new resources and programs.** Many organizations develop new materials, training, programs, and other products to further their diversity efforts. For example, Facing History and Ourselves has increasingly sought out new partnerships to strengthen links with new constituencies and trained teachers in the use of new curricular materials focused on prejudice, discrimination, and collective violence.

***Cultural Norms and Practices***

Efforts to change cultural norms are among the most challenging aspects of diversity initiatives and the least frequently tackled. Organizations often ignore the cultural-change arena until they perceive that individual and structural change alone may be insufficient to achieve diversity objectives.

Strategies targeting cultural-level change attempt to alter values, assumptions, and ways of doing business that influence whether a group is perceived as welcoming and equitable. Unstated cultural norms may inadvertently discourage people from diverse backgrounds from staying involved, advancing through organizational ranks, and seeking out positions of leadership. Making staff conscious of these norms, as well as changing them to become more inclusive, helps create environments in which people from diverse backgrounds may succeed. This thinking informs the Gay, Lesbian, and Straight Education Network's objective to create safe havens for gay and lesbian students by encouraging teachers to speak out against homophobic

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[7] These tactics are cited in *YMCA of Greater Charlotte: Minority and Female Development and Advancement, Final Report*, November 12, 1997, Counts and Co., Inc.

jokes in the classroom and to incorporate examples from gay and lesbian history in curricular lessons.

An example from the corporate world illustrates an effective use of cultural-change tactics. One respondent described how a company renowned for its fast-paced, entrepreneurial culture tackled the problem that women seldom advanced through the company's leadership ranks despite being well represented in its workforce at large.[8] Action research methods involving employees in focus groups, interviews, and surveys revealed that this company's way of doing business worked to the disadvantage of female employees. Women were far more likely than their male counterparts to have family responsibilities and were thus less able to respond to spur-of-the-moment meetings and scheduling changes common in this company. In response to this finding, the company made a variety of changes: it instituted regular meeting times, articulated clearer expectations for employee availability, and added flex-time options. Changing cultural norms made the work environment more hospitable to female employees, and both female and male workers appreciated the changes.

**Evaluating and Sustaining Work**

The last area of diversity-change activities described by interviewees is evaluation. Ideally, some sort of evaluation is ongoing throughout all stages of pursuing change. As organizations undertake diversity work, vehicles should be in place to keep track of how implementation is proceeding, what seems to be working, and what needs rethinking for objectives to be met.

Serious evaluation often requires external funding and partnership with individuals trained in evaluation methodology. When done well, evaluations can heighten organizational learning, help groups honor gains made, and facilitate retooling plans as necessary. Evaluations may also strengthen an organization's credibility, thereby leveraging more resources for continuing the diversity-change process.

External evaluators who partnered with organizations in the interview sample acknowledged challenges in evaluating change. While they found it feasible to assess diversity-motivated change in organizational structures, policies, and practices, they often found it difficult to identify whether these changes improved organizational effectiveness.

On the whole, respondents themselves appeared pleased with the progress they had made in fostering diversity and inclusion. This is perhaps not surprising since interviewees were selected in part because of their engagement in successful efforts. Because diversity change challenges established norms and power relations, it is often quite difficult to achieve, and organizations often fail in their attempt to undertake it. In fact, although many stories cited here are exemplars of success, nearly all respondents felt they had much farther to go. Most had come to see their work as an ongoing "process" rather than a "project." As City Year's Alan Khazei put it: "We see ourselves as being on a journey to creating King's 'beloved community.' We realize we're not there yet; it's still a learning process."

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[8] See "A Modest Manifesto for Shattering the Glass Ceiling," D.E. Meyerson and J.K. Fletcher, *Harvard Business Review*, January-February 2000, pp. 127-136.

## III. Linking Organizational Change to Field Change

The relationship between change within a single organization and change within a field or movement is critical to the Service-Learning Diversity Project's aims. Is fieldwide change brought about simply by the accretion of multiple, discrete organizational change activities? Or, are there ways to advance fieldwide action? This section explores these questions by examining three approaches that appear to support fieldwide change:

- using collaborative inquiry to expand common learning;
- capitalizing on professional associations and networks; and
- showcasing organizational success with diversity efforts.

### Using Collaborative Inquiry

Developing opportunities for collective inquiry across groups deepens and extends learning within and beyond single organizations. AIDS Action's Cheryl Schaffer reflected on her organization's involvement in a collaborative initiative to strengthen diversity in cultural and human service agencies. She noted:

> The Human Services Personnel Collaborative has been very helpful in providing an intellectual context for diversity work for its grantees. Having peers with whom to discuss these issues has made for much more effective work within my own organization. My capacity to think about this work as a discipline has been helpful because exposure to other experiences has helped widen our work. Creating a network of learners has been really helpful.

Respondants interviewed for this report collaborated within and across local affiliates of national organizations. In the case of the YMCA's National Diversity Initiative, for example, diversity work has taken place on many levels: within local agencies and regional associations and across the national federation as a whole. The national effort provides local groups with a strategic template, implementation tools, training, experienced diversity consultants, and opportunities to learn from others within the Y network.

As part of this effort, participating local YMCAs convene in cross-agency training where they work with other groups tackling similar challenges. Conversations begun in training sessions continue across Internet chat rooms. The YMCA's Willie Proctor explained that these efforts arise from the national federation's finding that "many local Ys have had diversity concerns, but they haven't necessarily had the tools they needed to make real change." The national effort strengthens "intergroup" change through "intragroup" learning experiences, according to Proctor, and is consequently "driving diversity within the YMCA movement" as a whole.

### Capitalizing on Professional Associations and Networks

Effecting change within leading professional organizations and networks can influence field-wide norms and behaviors. This approach has proven effective in the psychology field, according to diversity evaluator and organizational consultant Patricia Arredondo. In the case of the American Counseling Association, for example, diversity advocates have enacted a variety of structural changes: annual conference papers must address multicultural concerns in order to be accepted for public presentation; a new monthly newsletter focuses on diversity issues; and several divisions within the association have adopted guidelines defining what it means to be a "multiculturally competent" practitioner. Similar processes are underway within the American Psychological Association, a much larger professional body of the field. Arrendondo observed that because of these changes "diversity is now on everyone's screen." She claimed that heightened attention to diversity will transform the field:

> Training for psychologists will be very different in the future. If you're working from a multicultural competency level, then you have to be mindful that your work is not a-contextual and asocial. Psychology is, after all, about people. Also, we'll be asking different questions of research, and our analyses won't be based on a monocultural application. How psychologists actually practice will also change because we'll be seeing different differences and commonalties. We're training psychologists for obsolescence if we don't focus on multiculturalism.

### Showcasing Success

By publicizing the fruits of their diversity efforts, organizations can build a case for the synergy between diversity change and organizational effectiveness, thereby encouraging others to follow suit. For example, both Facing History and Ourselves and the National Writing Project created new programming, teaching approaches, and curriculum materials based on their diversity work. New programs and products, in turn, catalyzed the involvement of new constituencies and helped both organizations expand their reach and extend networking among educational practitioners and researchers.

## IV. Sustaining Work on Diversity

The individuals interviewed for this report represent many different fields of practice, and their roles and responsibilities within these fields vary as well. In this context it is striking that respondents largely agreed about the conditions that foster or inhibit diversity-related change. The discussion that follows summarizes key lessons from the change stories described in the previous sections of this report so that those leading diversity work in the service-learning field can minimize constraints and capitalize on conditions that foster productive efforts.

**Conditions Fostering Change**

- **Diversity is clearly defined.** Participants in diversity efforts often have different perspectives on what "diversity" means. When participants work together to establish a shared understanding of diversity, change activities are more likely to be understood and "owned" by various group members.

- **Diversity includes multiple dimensions.** Constituencies often hold different opinions about which dimensions of difference merit attention. Definitions that are inclusive embrace all groups equally and stand the greatest chance of eliciting widespread support.

- **Diversity work is linked to the organizational mission.** When pursuing diversity is conceived as a vehicle to achieving the organizational mission, stakeholders are more likely to commit themselves to the tasks, and efforts are more likely to be long-lasting.

- **Leaders communicate strong support.** If leaders demonstrate strong and unwavering support for diversity processes, participants are more willing to devote the time and resources necessary for successful work.

- **A needs-assessment guides strategic choices.** When strategic choices are informed by a careful assessment of an organization's diversity challenges, actions pursued are more likely to redress genuine gaps and needs.

- **Responsibility for strategic implementation is shared.** Such leadership maximizes the possibility that progress will occur in many contexts and on multiple levels.

- **Opportunities exist for reflection, inquiry, and learning.** Individuals engaged in diversity work need time to examine their own attitudes and beliefs and to learn about others' perspectives and experiences.

- **Ground rules foster respectful exchange.** Dialogue about difference and discrimination is emotionally challenging. When groups establish ground rules for respectful communication, they maximize chances that a genuine give-and-take can occur.

- **Participants gain new skills and knowledge.** Mere commitment to change is insufficient. Participants often need new knowledge, skills, and resources to support their working on change.

- **Incentives encourage participation.** Economic and social incentives heighten participants' willingness to undergo the challenges of change.

- **Knowledge-sharing is managed well.** Collective inquiry encourages long-term changes in organizational structures and culture.

- **The developmental nature of change is acknowledged.** Efforts that move slowly, allowing the time necessary for ownership and shifts in perspectives, are likely to enjoy deeper, more widespread commitment.

- **Change efforts use outside experts.** Organizational learning can be extended through partnership with diversity consultants, external evaluators, and collaboration with other groups undertaking change.

- **Stakeholders evaluate, celebrate, and showcase success.** Evaluation can help groups recognize and showcase success, fortify internal commitment, revise change plans as necessary, and leverage support for continued work.

- **Change is conceived as an ongoing process.** Diversity work is never complete. Groups that seek out and allocate resources in keeping with a long-term perspective may become strong learning communities.

**Conditions Inhibiting Change**

Several conditions inhibit diversity initiatives, greatly limiting their success. Some of these conditions are the opposites of the factors fostering successful change while others concern human and social "truths" that constrain any work involving change. While constraints cannot be avoided altogether, they can be anticipated and skillfully managed to maximize opportunities for success. The following list identifies factors that inhibit diversity change.

- **Diversity efforts are disconnected from organizational mission**. Stakeholders may be unwilling to devote personal and organizational resources if change efforts do not appear to enhance organizational capacity and effectiveness.

- **Definitions of diversity appear to privilege some groups over others.** Constituencies may resent change processes if they feel excluded from the focus of diversity-related efforts.

- **Leaders provide weak support.** Stakeholders may resist participating in diversity efforts if they are perceived as undervalued or transitory. When leadership support is weak or inconsistent, participants assume the organization is not serious about diversity change.

- **Responsibility for implementing change is delegated to particular groups or individuals.** Relegating implementation to small groups or individuals limits opportunities for organizationwide learning and reduces the number of arenas in which change may take place.

- **Diversity efforts target change in the individual realm exclusively.** Restricting initiatives to individual and interpersonal arenas leaves the process of change vulnerable to staff turnover and burn-out.

- **Diversity work has insufficient resources.** Efforts that lack necessary resource support inadvertently pit diversity work against other organizational priorities, exacerbating burdens on participants.

- **Diversity processes are poorly planned or executed.** Engaging individuals and organizations in change processes that are poorly conceived, guided by inexperienced people, or based on addressing one group's oppression of another may create divisiveness and resistance rather than opportunities for growth.

- **Prejudicial attitudes remain intractable.** Prejudicial attitudes can be hard to recognize, acknowledge, and change. Individuals often vehemently resist giving up power, prestige, and authority.

- **Organizational work is isolated from the larger field.** Successful change within discrete organizations is arguably of limited impact if it does not leverage broader field-based change.

- **Inequity, exclusion, and injustice are continuing challenges in society.** Organizations, fields, and movements are part of a larger society in which diversity, equity, and inclusion remain challenges. Some would argue that individuals and organizations cannot change sufficiently until radical changes are made in society at large.

## V. Strengthening Diversity In The Service-Learning Field

This report suggests numerous ways the service-learning community might build a stronger and more inclusive field of practice. The following questions for discussion draw from approaches organizations outside the service-learning field have used to become more diverse. They are offered as a starting point for conversation among service-learning stakeholders.

***To develop a shared understanding of diversity linked to organizational mission:***

- How do participants engaged with service-learning understand diversity, inclusion, and equity?

- Is diversity regarded as part-and-parcel of service-learning's central mission? How might it be made more so? How can arguments for increasing diversity be linked to key understandings of service-learning's function and purpose?

- In what ways does addressing diversity issues enhance the value of service-learning experiences in terms of community impact, the relationships among service-providers and recipients, and young people's academic, affective, social, and civic development?

***To guide candid assessment of diversity needs and challenges:***

- In what arenas (teaching force, student base, service context, and leadership) is the service-learning community diverse and in what arenas must changes be made?

- Who constitutes the service-learning participant base? On what dimensions (for instance, race, ethnicity, gender, and sexual orientation) are teachers and students diverse and on what dimensions is diversity lacking?

- Do certain types of service-learning experiences attract specific groups of participants more than others, and if so, why? For example, do some kinds of service attract girls more than boys, or vice-versa? Do personal circumstances (such as disability or income) constrain students' access to service experiences? How might these factors be productively addressed?

- Who constitutes the field's leadership? Do adequate opportunities exist for supporting new leaders from many different backgrounds?

***To make necessary changes in interpersonal dynamics, organizational structures, and cultural norms:***

- Do current definitions of service reflect the perspectives of some communities and not others? How might these definitions be altered to be truly inclusive?

- What assumptions and values underlie notions about "server" and "served?"

- What service models (for example, democratic citizenship, community development, or community service) inform school-community partnerships and how can attending to diversity issues strengthen these models?

- Are service experiences vehicles for transforming stereotypical or prejudicial attitudes or, conversely, for reinforcing them? How can service-learning itself be a vehicle for fostering healthy, diverse, and inclusive communities?

These questions are neither exhaustive nor exclusive. Inquiry processes are most powerful when they arise from questions grounded in the particular experiences of participants. Dialogue about diversity issues can bring people together—whether within discrete organizations or across entire fields—to reaffirm their commitments and deepest values, identify pressing challenges, and work together to overcome them.

## VI. Conclusion

The spirit of the change stories reflected in this study is cautiously hopeful. Whatever their field of practice and whatever their particular roles or responsibilities in the initiatives described, all respondents in this inquiry felt they had made headway in achieving progress. Based on their rich experiences, respondents had acquired sound knowledge about concrete steps for bringing about desired change and become savvy about approaches and conditions conducive to success.

At the same time, nearly all respondents acknowledged that change had been slow and difficult to achieve and that their efforts were by no means complete. As City Year Chief Executive

Officer Alan Khazei noted, no respondents believed they had yet realized Dr. Martin Luther King, Jr.'s dream of a "beloved community," but many felt they were "on the way there."[9]

These stories show that diversity is not only a challenge but also an opportunity. Just as "curb cuts" in sidewalks—originally designed to make it easier for people in wheel chairs to cross city streets—now also benefit people pushing baby carriages and strollers, these stories suggest that opening up the world to some groups often ends up making space for many more.[10] Seizing the opportunity presented by diversity can help us build stronger, more inclusive communities for all.

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[9] See page 13 of this report.

[10] I am indebted to Ellen Wahl for this example.

## VII. Appendices

### A. Study Background and Methodology

Supporting diversity in the service-learning field is a key objective for Learning In Deed, whose mission is to ensure that all students participate in academically rich service opportunities. The initiative's Stakeholders Network Steering Committee, convened by the Academy for Educational Development in June 1999, identified diversity as a priority for the service-learning field. This Committee includes Patricia Barnicle, Shelley Berman, Wade Brynelson, Todd Clark, Don Ernst, Barbara Gomez, Ken Holdsman, Jim Kielsmeier, Carol Kinsley, Joanna Lennon, Malaika McKee, David Ray, Ushma Shah, Jamaal Young, and *ex-officio* members Connie Deshpande and Marilyn Smith. (Jim Kohlmoos was an ex-officio member for six months.)

To advance work on diversity within the service-learning field, the Academy hired independent consultant Melinda Fine, Ed.D., to investigate how other organizations and sectors have pursued diversity, soliciting stories and lessons learned from practitioners, researchers, activists, and consultants working outside the service-learning field. The 18 respondents interviewed for this report differed from one another in many respects—race and ethnicity, sexual orientation, religion, and age, as well as their positions and roles within organizations. (See Appendix C.) Individuals were interviewed by telephone and asked to comment on a myriad of issues. (See interview protocol in Appendix E.) The study also included review of diversity-change-related literature produced or used by these individuals and their organizations. (See Appendix D.) Interview data was analyzed thematically, according to the major questions of the study.

### B. Biographical Summary of the Principal Investigator

Melinda Fine, Ed.D., is a visiting fellow at the New York University School of Education's Institute for Education and Social Policy. Her consulting practice focuses on developing, researching, and evaluating initiatives and promoting civic conscience and social responsibility in young people for foundations, schools, youth organizations, and educational media. Dr. Fine has researched and evaluated programs in formal and informal educational settings addressing areas such as youth leadership and service, literacy development, mathematics, science, technology education, and education reform. Dr. Fine is the author of *Habits of Mind: Struggling Over Values in America's Classrooms* (Jossey-Bass, 1995), which examines the politics and practice of curricula to foster moral and civic thinking and action in adolescents. She has published numerous scholarly articles and reports that examine policies and programs focusing on the development of moral, social, and civic competence in children, adolescents, and young adults.

## C. Interview Respondents and Associated Organizations

**Patricia Arredondo**
President
Empowerment Workshops
Arizona State University

Patricia Arredondo is the founder and president of Empowerment Workshops, Inc., a consulting firm promoting professional and organizational development through a focus on diversity and cultural change. She is president of the board of Parents and Children's Services, cochair of the Latino Professional Network, and past president of the Association for Multicultural Counseling and Development. Dr. Arredondo is currently associate professor of counseling psychology at Arizona State University.

**Erica Foldy**
Research Associate
Center for Gender in Organizations
Simmons Graduate School of Management
Boston, MA

Erica Foldy is an organizational consultant with roots as a political activist in the feminist, peace, and labor movements. She is the former executive director of the Coalition on New Office Technology, a union-based coalition addressing occupational health effects. At the Center for Gender in Organizations, she collaborates in coordinating an action learning group for senior-level diversity managers and conducts action research on workload and its impact on gender equity and organizational effectiveness. Ms. Foldy is currently completing a doctoral dissertation assessing how diversity initiatives influence employees' individual identities.

**Kim Freeman**
Director of Communication
Preamble Center
Washington, DC

Kim Freeman directs communication efforts at the Preamble Center, a research and public education organization focusing on domestic and international economic issues that puts tools in the hands of grassroots activists and locally elected officials. Before joining the staff of the Preamble Center, Ms. Freeman worked at the Children's Defense Fund.

**Glenn Haley**
Director, City Agenda
National YMCA
Chicago, Ill

Glenn Haley has been active in the YMCA community for nearly 25 years, working with local YMCAs in Newark, NJ, Detroit, MI, Seattle, WA, Milwaukee, WI and Birmingham, AL. His

work has focused chiefly on building organizational capacity to address urban issues as well as community advocacy, capacity building, and empowerment. As director of City Agenda, Mr. Haley leads a national effort that encourages all YMCAs to provide increased programs and services to children and families in low-income, underserved, and disadvantaged communities.

**Kevin Jennings**
Executive Director
Gay, Lesbian, and Straight Education Network (GLSEN)
New York, NY

Kevin Jennings is cofounder and executive director of GLSEN; the author of several books, including *Becoming Visible: A Reader in Gay and Lesbian History for High School and College Students*; and the writer and producer of *Out of the Past*, which won the 1998 Sundance Festival Award for Best Documentary. He cochaired the education committee of Massachusett's governor William Weld's Commission on Gay and Lesbian Youth and was principal author of its report, *Making Schools Safe for Gay and Lesbian Youth*, whose recommendations were adopted as policy by the Massachusetts State Board of Education in 1993. Mr. Jennings was a participant in the White House Conference on Hate Crimes and does regular commentary in the national media. In 1992 he was named one of 50 "Terrific Teachers Making a Difference" by the Edward Calesa Foundation, and in 1997 he was named to *Newsweek*'s Century Club as one of "100 people to watch in the new century."

**Eric Jolly**
Senior Scientist
Education Development Center
Newton, MA

A Native American storyteller and basket weaver with baskets in the Smithsonian Institution, Dr. Eric Jolly has served indigenous people in the United States and throughout the world. He is a former assistant to the chancellor at the University of Nebraska, where he founded and directed the National Institute of Affirmative Action and Diversity, the first national certification program for university affirmative action officers. An expert and advisor in diversity efforts in both higher education and community contexts, Dr. Jolly is currently senior scientist and vice-president at the Education Development Center.

**Evelyn Kalibala**
Director
Office of Multicultural Education
New York City Board of Education
Brooklyn, New York

As director of the New York City Board of Education's Office of Multicultural Education, Evelyn Kalibala works with teachers, school administrators, district-level staff, and parents in implementing professional development programming and multicultural curricula. Ms. Kalibala is a former teacher, adjunct professor, researcher, and staff developer.

**Alan Khazei**
Chief Executive Office and Co-Founder
City Year
Boston, MA

Alan Khazei is the chief executive officer and co-founder of City Year, an "action-tank" for national service that engages young adults from all backgrounds in a year of full-time community service and leadership development. Mr. Khazei has served on the board of directors of the Commission on National and Community Service, the Massachusetts Youth Service Alliance, Teach for America, Share Our Strength, and Citizens Schools, as well as on the advisory board of America's Promise. In 1994 *Time* named Mr. Khazei as one of America's 50 outstanding leaders under 40.

**Nora Lester**
Diversity Consultant
Cambridge, MA

Nora Lester is a diversity consultant with roots as a political activist in the peace and youth leadership movements. The cofounder of the Leagora Group, a diversity consulting firm focused on organizational change, Ms. Lester is a leader of diversity efforts for Harvard Pilgrim Health Care and Harvard Vanguard Medical Associates. Ms. Lester has advised, developed, and implemented programs to bring about diversity change in both the not-for-profit and corporate sectors.

**Deidre Myerson**
Executive Director
National Helpers Network
New York, NY

Diedre Myerson has over 25 years of experience in the fields of education and youth development. Before directing the National Helpers Network, an education not-for-profit organization dedicated to implementing service-learning in New York and around the country, Ms. Meyerson served as executive director of New York Cities in Schools, a public-private venture that provides school-based dropout prevention services. Ms. Meyerson helped launch the IMPACT II program, which recognizes and rewards exemplary public school teachers; she has also worked as a consultant with the NAACP.

**Willie Proctor**
Group Director
Leadership, Human Resources and Benefits
YMCA of USA
Chicago, Ill

Willie Proctor leads the YMCA of USA's National Diversity Initiative. He has also held leadership positions with Fortune 500 corporations and not-for-profit organizations, including as the director of associate relations and cultural diversity for the U.S. Shoe Corporation; as

corporate manager of human resources for the Bendix Corporation; and as group manager of human resources for Frank's Nursery and Crafts. Mr. Proctor has received the National Conference Greater Detroit Interfaith Round Table Award, the YMCA South Field Distinguished Leadership Award, and the Black Achievers Award.

**Greg Ricks**
Duke University
Durham, North Carolina

A former senior dean at Stanford University, Dartmouth College, and Sara Lawrence College, Greg Ricks has developed and advised diversity efforts in higher education settings across the United States. A 1992 White House Fellow on National Service and former vice-president of City Year, Mr. Ricks has played a leadership role with the national community service field for over two decades.

**Cheryl Schaffer**
Deputy Executive Director
AIDS Action Committee
Boston, MA

Cheryl Schaffer is the deputy executive director of the AIDS Action Committee in Boston, MA, New England's oldest and largest AIDS organization. She was previously the executive director of District 925, Service Employees International Union, a national union for office workers.

**Tyra Sidberry**
Director
Diversity Initiative
HYAMS Foundation
Boston, MA

Tyra Sidberry has worked for over 12 years with not-for-profit organizations in the area of organizational development. In managing the Diversity Initiative, a grant and technical assistance program of the Human Services Personnel Collaborative, she has been involved in awarding grants totaling approximately $1.7 million to 65 organizations in the Greater Boston area.

**Marc Skvirsky**
National Program Director
Facing History and Ourselves
Brookline, MA

As national program director of Facing History and Ourselves, Marc Skvirsky supervises and coordinates the development, implementation, and operation of all national and international programs for educators and the community at large; supervises regional program offices in six cities; and participates in strategic planning, fundraising, financial oversight, and curriculum

development. He has conducted professional development programs for educators in the United States, Canada, and throughout Europe. He is a former public middle school teacher.

**Richard Sterling**
Executive Director
National Writers Project
Berkeley, CA

Richard Sterling is executive director of the National Writing Project and adjunct professor in the University of California, Berkeley, Graduate School of Education's Language, Literacy and Culture Division. He is the former director and founder of several institutions, including the Institute for Literacy Studies at Lehman College, the New York City Writing Project, and the New York City Mathematics Project. He is the author of *CHARTing Education Reform* (with Paul LeMahieu) and *The Urban Sites Writing Network: "Hard Talk" Among Urban Educators.*

**Evangelina Ramirez Stockwell**
Assistant Superintendent
Office of Intergroup Relations of the Los Angeles Unified School District
Los Angeles, CA

As assistant superintendent of the Los Angeles Unified School District's Office of Intergroup Relations, Evangelina Stockwell oversees districtwide program development, educational practices, and trainings for students, teachers, administrators, and parents to implement the district's mandate in the area of multicultural and human relations education. Dr. Stockwell is the former assistant superintendent for two administrative regions of the district, where she supervised and monitored all integration policies and programs. She is a former elementary school principal.

**Ellen Wahl**
Director
Youth, Family Programs, and Community Outreach
American Museum of Natural History
New York, NY

Ellen Wahl is the director of youth, family programs, and community outreach at the American Museum of Natural History. She is a former senior scientist at the Center for Children and Technology and the former director of programs for Girls Incorporated. She has been coprincipal investigator of the Collaboration for Equity, an effort to make equity a central consideration in mathematics and science education reform; Assets and Access, a project to promote high-quality mathematics and science education for students with disabilities; and Access By Design, an initiative to increase access to technology and meaningful design for underserved and underrepresented communities.

**D. Selected Resources**

"A Modest Manifesto for Shattering the Glass Ceiling," D.E. Meyerson and J.K. Fletcher, *Harvard Business Review,* January-February 2000, pp., 127-136. (Case study of diversity change in a corporation.)

*An Evaluation of the Diversity Initiative*: *Executive Summary*, and *Final Report: Evaluation of the Human Services Personnel Collaborative Diversity Initiative* (1990-1995), Empower Workshops, Inc., Dr. Patricia Arredondo, Ed.D., et. al. May 1996. (Detailed evaluation reports of the above-mentioned initiative). Contact: Tyra Sidberry, Human Services Personnel Collaborative, c/o The HYAMS Foundation, 175 Federal Street, 14th Floor, Boston, MA 02110. Telephone: 617/426-5600.

*CityScapes,* National Writing Project, Berkeley, CA, 1996. (Teachers' writings arising from the Project's multiyear Urban Sites initiative.) Contact: National Writing Project, University of California at Berkeley, CA, 94720. Telephone: 510/642-0963.

*Diversity Initiative: A Program of the Human Services Personnel Collaborative.* Materials reviewed include: "Achieving Diversity: A Step-by-Step Guide;" "Working with Diversity Consultants;" "Enablers and Barriers to Diversity;" and "Profiles" of individual change organization grantees, including "Profile of AIDS Action Committee." (Materials based on findings from a multi-year evaluation of some 60 not-for-profit human service and cultural organizations engaged in diversity-change work, funded through the Human Services Personnel Collaborative, a collaborative of Boston-based foundations). Contact: Tyra Sidberry, Human Services Personnel Collaborative, c/o The HYAMS Foundation, 175 Federal Street, 14th Floor, Boston, MA 02110. Telephone: 617/426-5600.

*Diversity Resources: Complied by the Diversity Steering Committee of Youth Service California (YSCAL),* February 2000. Contact: Debbie Genzer, Executive Director, YSCAL, 663 13th Street, Oakland, CA, 94612. Telephone: 510/302-0550. Email: info@yscal.org.

"Diversity Training: In Search of Anti-Racism," Patti DeRosa, published in *Bright Ideas,* Winter 1996. (Article describing key strategies for diversity change work).

Facing History and Ourselves curricular and training materials, including *Memphis: Building Community*, 1996, *Family Name,* 1997, *Choosing to Participate*, 1998, *Ghetto Life 101,* 1988, *Facing the Truth with Bill Moyers*, 1999, *American Love Story*, 1999, *A Teacher's Resource for 'Warriors Don't Cry'* by Melba Patillo Beals, 1999, and *Confronting the Forgotten History of the American Eugenics Movement,* in progress. All authored and published by the Facing History and Ourselves National Foundation, Inc., Brookline, MA. Contact: Facing History and Ourselves, 16 Hurd Rd., Brookline, MA, 02146. Telephone: 617-232-1595. www.facinghistory.org.

*Free Indeed.* Produced by the Mennonite Central Committee, 1995. (A short video addressing racism and white privilege in the context of a story about community service conducted by

whites in a African American community. Note: this video was highly recommended by an interviewee but was not reviewed by this consultant). Contact: Mennonite Central Committee 21 South 12th Street, PO Box 500, Akron, PA, 17501. Telephone: 717-859-1151.

Gay, Lesbian, and Straight Education Network website materials. (Miscellaneous materials about strategies, methods, and resources to increase tolerance and equity for lesbian, gay, bisexual, and transgendered youth). Contact: www.GLSEN.org.

"How Schools Play 'Smear the Queer,'" Lisa W. Loutzenheiser, published in *Feminist Teacher*, Vol. 10, No. 2, 59-64. (Article describing classroom and schoolwide strategies to create greater tolerance and equity for gay and lesbian young people).

*Moving Towards Diversity: A Model for Community Change*, Eric Jolly, Ph.D., 1996. (An education and training video describing both positive and counter-productive approaches to effecting organizational and community change). Produced and distributed by the Education Development Center. Contact: Eric Jolly, Ph.D., EDC, 55 Chapel Street, Newton, MA, 02160. Telephone: 617/969-7100.

*Selected Diversity Development Program Outlines*, Eric J. Jolly, Ph.D., 1994. (Outlines of various diversity projects and programs for students and faculty on the higher education level). Contact: Eric Jolly, Ph.D., Education Development Center, 55 Chapel Street, Newton, MA, 02160. Telephone: 617/969-7100.

*Teaching for Change.* (A catalog of multicultural resources published by the Network of Educators on the Americas listing books, CD-roms, posters, and videos). Contact: Teaching for Change Catalog, Network of Educators on the Americas, P.O. Box 73038, Washington, D.C. 20056-3038; or www.teachingforchange.org.

*Toward a Common Destiny: Improving Race and Ethnic Relations in America*, Willis D. Hawley and Anthony W. Jackson, Editors. Jossey-Bass Inc. Publishers, 1995. (Carnegie Corporation produced edited volume describing pedagogies, strategics, and curricula to foster improved inter-ethnic relations).

*Workforce 2000: Work and Workers for the 21st Century.* W.B. Johnston and A. H. Packard, Hudson Institute, Indianapolis, IN, 1997. (Influential report describing demographic trends in the future American workforce).

*YMCA of Greater Charlotte: Minority and Female Development and Advancement: Final Report*, November 12, 1997, by Counts and Co., Inc. (A report describing strategic recommendations for diversity-change on the part of the Greater Charlotte YMCA, written by the organization's diversity consultant). Contact: Judith Mooney, Vice President of Community Development, YMCA of Greater Charlotte, telephone: 704/339-0379.

**E. Interview Protocol**

1. How is your organization/field/movement defining "diversity?" What dimension/s of diversity is your organization/field/movement concerned about?

2. Has your concept of diversity changed over time, or has it been pretty constant? What prompted the change? Are there any lessons to be learned from that evolution?

3. What motivated your organization/field/movement to seek diversifying in the first place? Was there a specific moral or strategic imperative that drove the effort? How was that imperative connected to the mission/values/goals of your organization/field/movement?

4. Do you have a sense of *why* diversity has been lacking in these areas in your organization/field/movement? What have some of the roadblocks been?

5. Has the intention to diversify been met with any resistance or opposition within your organization/field/movement? How come, and how have folks responded to these concerns?

6. What specific strategies have you used to increase diversity within your organization/field/movement? Who are these strategies geared toward? What level of change are these strategies hoping to address? Who is responsible for implementing them?

7. Could you describe some of the specific strategies and tactics you've used? Who and/or what have they targeted? And who has been responsible for implementing them?

8. Do you feel you've made any progress in your diversifying efforts? What has the effect of your work been so far?

9. What do you think enabled change to occur?

10. What are some of the sticking points – where is progress still blocked, and how come?

11. Have efforts to make change within your individual organization had a "spill over" effect into the field/movement you're situated in more generally? In what ways can change internally be leveraged to influence fields more broadly?

12. What key lessons from your own experience would you share with the service-learning community to guide our thinking about diversifying? Are there any important "aha's on your "do" list or conversely any key warnings you might alert us to?

13. Do you have any suggestions for other organizations/movements/fields/individuals we should speak with to guide our thinking? Any suggested resources (print, electronic, otherwise) we should get our hands on?

## F. Acknowledgements

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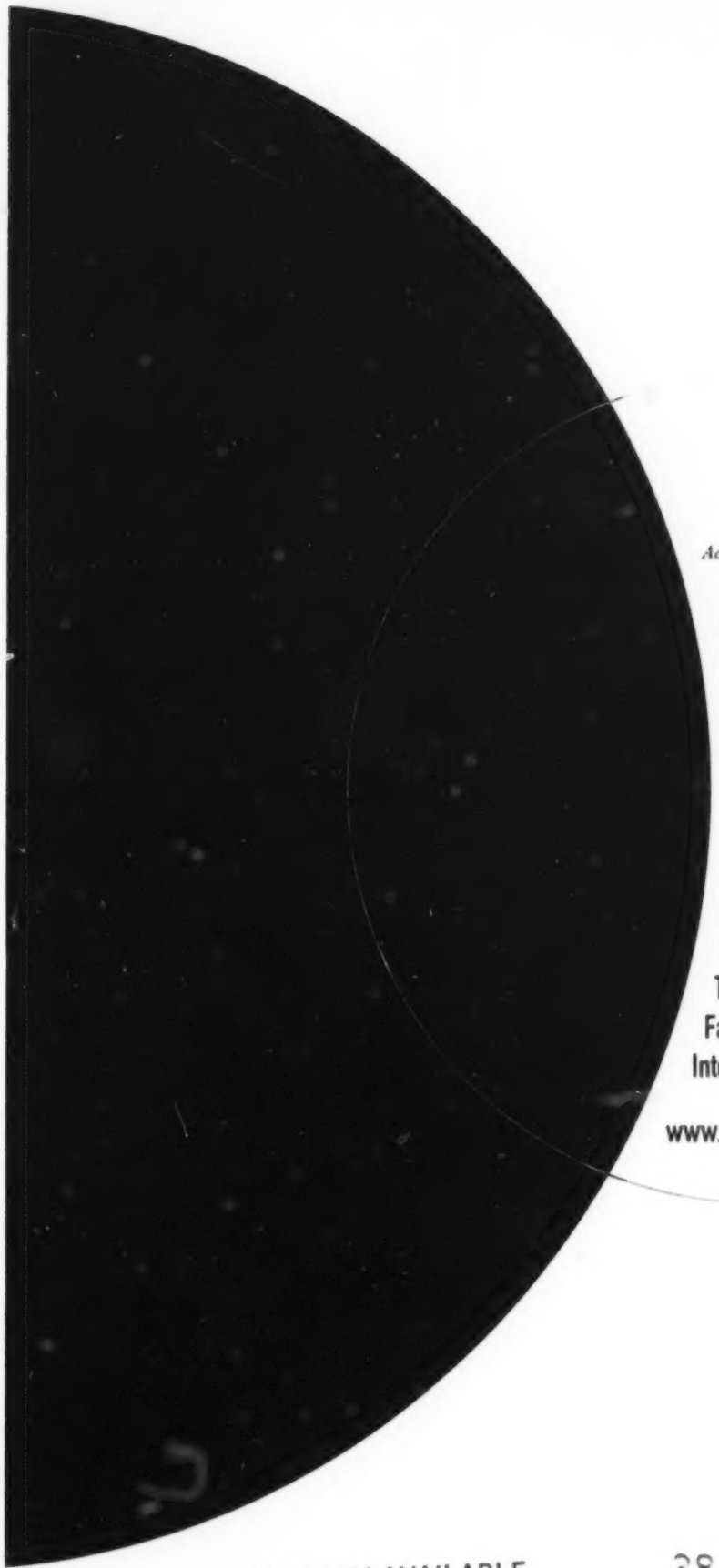

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